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ABSTRACT

This document contains the (1) final status report and project performance report and (2) final evaluation report of a career education project to develop a demonstration model to train school personnel to infuse career education into the curriculum. The first report outlines objectives and major activities involving parents, higher education, and the community. Activities described include workshops, introducing core teachers to career education, core teachers acting as models and resources to assist others to infuse career education, home meetings to help parents become active career education facilitators, project extension as a model for preservice training in area colleges, meetings between staff and community representatives to discuss career experiences, and development of a five-year career education plan for the South Burlington School District (Vermont). The evaluation report is organized according to project objectives with a comparison of pre and post results from interviews, instruments, and observations of core teachers and students and control groups. These results are reported: teacher attitudes and knowledge about career education significantly changed in a positive direction, a wide range of community resources were identified to facilitate career education implementation, career education seminars held in colleges caused significant change in knowledge of college students, and high school students demonstrated exceptional scores in the Career Maturity Inventory. (YLB)

ED190793

SOUTH BURLINGTON CAREER EDUCATION PROJECT

South Burlington, Vermont

FINAL

FINANCIAL STATUS REPORT

and

PROJECT PERFORMANCE REPORT

Federal U.S.O.E. No. G0078C0034

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INTEGRATING PARENTS, THE COMMUNITY, HIGHER EDUCATION, AND THE SCHOOL TO DEVELOP A TEACHER TRAINING MODEL TO IMPLEMENT CAREER EDUCATION BASED ON STATE AND LOCAL NEEDS

Project Number: 554AH80425

Grant Number: G0078C0034

Final Report covering period from 1/30/79 - 6/30/79

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Grant Award from Career Education
Program's Final Report: 1/30/79 - 6/30/79
$110,000.00 Training Project
Grant Award Number G0078C0034

The South Burlington Career Education Project is designed to develop a demonstration model that trains school personnel to infuse Career Education into the curriculum, a process which involves the entire community: parents, higher education, labor, industry, business, area craftspersons and performing artists.

This comprehensive goal was achieved through the successful attainment of eight objectives:

1. A summer workshop trained 20 core teachers to infuse Career Education and to serve as models for other faculty.

2. 95% of the faculty received assistance in integrating Career Education Activities into existing curricula through efforts of the project staff, the core teachers and visiting consultants.

3. A Community Career Education Extension Service set up "coffees" in parents' homes to share ways that parents could supplement the in-school Career Education program.

4. Pre-service training sessions on Career Education were conducted for four teacher colleges.

5. 30 faculty members participated in an interview workshop and then interviewed personnel in a variety of occupations.

6. Meetings (including a Career Guidance Leadership Institute sponsored by N.A.B.) were conducted between educators and local representatives from business, industry, labor, public service and arts and crafts.

7. A comprehensive Design for Career Education in South Burlington was developed and adopted by the school district to ensure a continuum in Career Education activities.

8. Highlights of the project were disseminated regularly through newsletters, conferences, radio talk shows, video films, telelectures and the development of six training modules on the exemplary components of the program.

INTRODUCTION:

The South Burlington Career Education Project is designed to develop a demonstration model that trains school personnel to infuse Career Education into the curriculum, a process which involves the entire community: parents, higher education, labor, industry, business, area craftspersons and performing artists.

There are two broad goals, each with four specific learner outcomes. They are:

1. Twenty-one core teachers and the project staff will act as a catalyst to assist the South Burlington faculty to:

   a. conclude that career planning is a life-long process and should begin at an early age;
   b. use materials and resources to develop activities that infuse Career Education into existing curricula;
   c. become acquainted with community resources and ways to utilize them; and
   d. relate school experiences to the goals of Career Education and to career options.

2. Parents, interested community members, business and college representatives will:

   a. be aware of their roles in the career development process;
   b. support the Career Education program by identifying skills and talents which they possess and are willing to share with students and teachers;
   c. invite the project staff and faculty to share Career Education concepts at their homes, places of business or classrooms; and
   d. recognize that sex does not preclude occupational choice.

All information in this final report is based on activities that occurred after January 31, 1979. Please see the Semi-Annual Report (hereinafter referred to as SAR) submitted to U.S.O.E. on February 1, 1979 for information prior to this date.

MAJOR ACTIVITIES:

The South Burlington Career Education goals are divided into eight major objectives with the current status of activities to fulfill that objective listed under each.

Objective I:

A summer workshop will introduce twenty-one core teachers to Career Education.

MAJOR ACTIVITIES (cont.):

Major Activities toward achieving Objective I (in addition to those listed in the SAR) are:

1. All twenty-one core teachers continued to implement Career Education and to share it with other faculty members. (See Evaluation Report for details.)

Summary:

Objective and learner outcomes fully met.

Objective II:

The twenty-one core teachers and the project staff will act as models and resources to assist a minimum of 150 teachers to infuse Career Education into existing curricula.

Major Activities toward achieving Objective II (in addition to those listed in the SAR) are:

1. All twenty core* teachers completed sharing the results of the summer workshop and Career Education activities with three other teachers or groups and received their $100.00 stipends.

2. Career Education seminars were held in Kennebunk, ME; South Portland, ME; Wellesley, MA; Hyannis, MA; Wolfeboro, NH; Laconia, NH; Montpelier, VT; Boston, MA; Atlantic City, NJ; Plainview, NY; Philadelphia, PA; Canton, NY; etc. Many teachers from our district had the opportunity to participate in these seminars and to then share Career Education activities with other teachers in South Burlington.

3. Consultants worked with our teachers on Career Education infusion: Dr. Gail Anderson, Dr. Julian Stein, Mike Leeming, Cathy Valentino, Phil Melita, Fran Bagwell, Dr. Zacharie Clements, Dick Hendrick and others.

4. The project staff continued to work individually with classroom teachers, sharing ideas and materials.

5. A full district in-service was hosted by Career Education to share the results of the various programs sponsored during the year, to share plans for the continuation of Career Education in the district and to receive evaluative feedback. Dr. Tilley, third party evaluator, gave a brief evaluation of the project.

*Number of core teachers changed because of resignation by one person due to personal reasons.

Objective II - Major Activities (cont.):

6. A K-5 curriculum was organized by the elementary coordinator with the input of 90% of the teaching staff in the three elementary schools.

7. A Guidance Continuum K-8 was developed by the Guidance Staff in the district in conjunction with the project staff.

8. Curriculum revisions have begun to incorporate Career Education into syllabi in English, Social Studies, Math, Science, Foreign Languages and Art.

Results:

1. The High School Guidance Staff is setting up a Career Guidance Center.

2. Guidance (K-12) will take a more active role in the classroom next year.

3. Department Heads and Principals will assume more responsibility for Career Education infusion in the future (see Career Education Design for South Burlington).

Summary:

Objective II has been fully met. (See SAR for statistics on participation.) Many efforts begun this year will be on going next year through the use of Career Ed Coordinators (part-time) in each school and through individual teacher interest and administrative commitment.

Objective III:

Twenty meetings will be held in parents' homes (Community Career Education Extension Service) to help parents become active facilitators of the Career Education process.

Major Activities toward achieving Objective III (in addition to those listed in the SAR) are:

1. Twelve meetings were scheduled and held in parents' homes, bringing the total CCEES number to twenty.

2. See Dr. Tilley's Evaluation Report for parent responses.

Objective III (cont.):

Results:

1. WJOY, "Vermont Report Card", broadcast two fifteen minute radio talk shows on the Community Career Education Extension Service concept and the project in general.

2. A telelecture with the Directors of the 17 Arizona State Career Education Projects was held.

3. PEP featured the "coffee" in the March 1979 issue.

4. Since the concept has engendered many phone calls and letters requesting additional information on how to set up "coffees", a training Module has been prepared for dissemination.

Summary:

1. Objective III is successfully and fully met.

2. Frustration on the part of parents at the high school level was noticeable as their children were in need of Career Education immediately. At the other levels, parents were also receptive and in support of Career Education, but were more at the "awareness" and "exploration" levels.

3. The CCEES "coffee" concept is a viable, working method of reaching parents and the community. It has served the South Burlington School District in gaining community support for budget increases, building additions and new programs such as Career Education.

Objective IV:

The project will extend itself as a model and resource for preservice educational training through four area colleges.

Major Activities toward achieving Objective IV (in addition to those listed in the SAR) are:

1. The project staff initiated a week long summer Career Guidance Institute which will grant credit through Johnson State College.

2. The project has presented numerous workshops to graduate and undergraduate classes at The University of Vermont, Johnson State College and Trinity College.

Objective IV (cont.):

Results:

1. A close contact has developed with Johnson State College; this will be ongoing as a result of the Career Guidance Institute.

2. A summer course in Career Education is being offered this year at St. Michael's.

Summary:

Objective IV has been met. A better relationship has developed between the pre-service institutions in the area and South Burlington. The understanding of the need and "how to" of Career Education are also growing at the post secondary level.

Objective V:

Twenty teachers/administrators will interview personnel in a variety of occupations and share the experience with other faculty.

Major Activities toward achieving Objective V (in addition to those listed in the SAR) are:

1. A workshop co-sponsored by the Career Education staff and Vermont Job Service was attended by thirty-two (32) South Burlington faculty. Twenty-six of these chose to conduct an interview.

Results:

1. Written, taped and video interviews, representing the fifteen (15) U.S.O.E. clusters, are available for use by faculty, students, guidance and parents and are housed in the Career Guidance Center.

2. An Interview Training Module has been created to detail the process we utilized. This will also be used in the Career Guidance Institute this summer.

Summary:

The enthusiasm for the workshop and the personal interview (see Dr. Tilley's Evaluation Report) was overwhelming, resulting in a total of 30+ interviews.

Objective VI:

Meetings will be held between professional staff members and representatives from business, industry, labor, public service and the arts and crafts to discuss career and subject related experiences.

Major Activities toward achieving Objective VI (in addition to those listed in the SAR) are:

1. Teachers and guidance personnel continually utilize community resource persons as speakers in the classroom, in setting up field trips, and in providing shadow experiences for students.

2. General Electric loaned one of their staff trainers, Phil Melita, to work with Department Heads on staff development and human relations.

3. A local educator turned businessman, Doug Tudhope, met with the entire Science Department in February.

4. Fran Bagwell of Vermont Job Service, Roger Duhamel from General Electric and Cindy LeWare from the Chittenden Trust held workshops for our faculty on interview skills.

5. Career Fairs were held at the Middle School and Orchard elementary. A shadow day for eleventh graders was held at the High School.

6. Through a Career Guidance Leadership Day, sixty (60) Chittenden County business leaders and educators identified three areas of concern: communication between business and education, students' basic skill levels, and student work habits. A set of action plans was developed and is being implemented.

Results:

1. A Career Guidance Institute sponsored by NAB and the Chittenden County Chamber of Commerce and hosted by The South Burlington School District will be held August 13-17, 1979.

2. A committee of educators and business persons meets regularly to act on the suggestions from the CGLI.

3. Business leaders are developing a Module for the CGI on interviewing.

4. A survey has been developed by the business community to elicit information on the types of jobs available in Chittenden County, on occupational projections for the next ten years, and on skills which are and will be essential to relay to students.

Objective VI (cont.):

Summary:

Objective VI has been met. The emphasis for next year will be on keeping the lines of communication open. A closer working relationship with the Chamber of Commerce has evolved. Teachers are beginning to effectively utilize the community as a resource.

Objective VII:

A five year Career Education Plan for the South Burlington School District will be developed and shared with the State of Vermont.

Major Activities toward achieving Objective VII (in addition to those listed in the SAR) are:

1. The project staff developed a Design for Career Education and "An Implementation Strategy", based on district need and national Career Education plans. The Design clearly outlines the responsibilities of administrators, guidance, department chairpersons, and teachers. A K-12 plan identifies activities at each grade level and specifies the person responsible for implementation.

2. The Design was presented to the administration and to the Department Heads for review. The plan was approved with only minor revisions.

3. Vermont State Basic Competencies are identified with Career Education activities for each grade level in the Middle School and High School Implementation Strategy.

4. The K-5 Curriculum Document will assist in ensuring the coordination of Career Education activities in the elementary schools.

5. The Design has been critiqued by Dr. Carolyn Raymond of Arizona. Her remarks have been taken into consideration in the final revision.

6. The Design is included in the packet of Training Modules available for dissemination.

Results:

Administrators, Department Heads, Guidance Personnel and teachers will be evaluated annually on infusion of Career Education and on their implementation of specific responsibilities outlined in the Design.

Objective VII (cont.):

Summary:

The objective has been fully met. We feel that the Design for Career Education will work in South Burlington because it identifies goals and activities that are already occuring in the district and combines them with National Career Education goals. In addition, activities are included by subject and grade level to ensure continued growth in Career Education once the South Burlington Career Education Project is over on June 30.

The Design has been exceptionally well-received, due in part, to district input as the Design was formulated and revised.

Objective VIII:

Since Objective VIII deals solely with dissemination, the results are included under "DISSEMINATION ACTIVITIES" in this report.

We have, however, added another major activity: One teacher resource center and five individual "Career Education Interest Corners" will be set up within the district.

Major Activities toward achieving Objective VIII (in addition to those listed in the SAR) are:

1. A Career Guidance Center is being set up in the Guidance Office at the High School which will incorporate all materials in the Library Career Ed Corner and in the various departments on occupational and college information. We are applying for a paraprofessional to staff the center.

2. The Career Education Corners in each of the other schools will continue to expand under librarian direction.

3. The Teacher Resource Center in the Middle School will serve as a Regional Career Education Center for implementation of the Career Education Incentive Act in Vermont.

Summary:

The overwhelming request from teachers to ensure continuation of Career Education in South Burlington (besides additional staff) was that the project set up a Career Guidance Center in the High School that would be accessible to students, faculty and the community. We believe the Career Guidance Center will meet this need. The Guidance Department is very supportive of the concept and will assist in the direction of the Center.

DISSEMINATION ACTIVITIES (in addition to those listed in the SAR) are:

1. A video training film will be completed by midsummer 1979 that highlights how to develop and carry out an effective Career Education program. An emphasis will be placed on the eight objectives of the South Burlington Career Education Project.

2. The project staff has developed Training Modules for dissemination. The Modules include: "An Introduction to Career Education", "Interview Workshop", "The Community Career Education Extension Service: Parent Coffees", "Activity Writing Workshop", "College Involvement", and "The Design for Career Education".

3. The project staff taped two interviews for WJOY on the South Burlington Career Education Project.

4. Project staff and South Burlington faculty attended eastern Career Education conferences, visited Career Education programs and served as consultants throughout the country in an attempt to share elements of the South Burlington Career Education Project with interested educators.

5. Educators and business persons from Vermont have visited the South Burlington Career Education Center and utilized materials and resources.

6. South Burlington Career Education Project hosted the State Department of Education and shared the program and the Career Education concept with them. Response was very favorable.

7. A telelecture was held with Career Education Project Directors in Arizona to share the concept of the coffees.

8. Tapes and videos are available of teacher interviews with business persons on a variety of occupations.

9. A second newsletter "Careers Appear: In Focus" was distributed.

10. Articles and pictures on Career Education activities have appeared in local newspapers.

11. The project staff made a presentation on Career Education to the Chittenden and Grand Isle County Board of School Directors on April 5, 1979.

12. South Burlington Career Education Project sponsored a CGLI to share goals with 60 educators and business representatives in Chittenden County.

Dissemination Activities (cont.):

13. The Project Director has been appointed a member of the CETO Youth Action Council to facilitate communication between education and the Department of Labor.

14. Because of the success of the South Burlington Career Education Project, the state has asked South Burlington to serve as a regional center for Career Education implementation under The Career Education Incentive Act. The district has volunteered space and materials for the regional center.

SPECIAL ACTIVITIES:

1. Particular emphasis continued to be placed on including Pupil Personnel Services in the South Burlington Career Education Program.

   a. The project staff shared the K-5 curriculum with all Pupil Personnel Service staff.

   b. Many Pupil Personnel attended a seminar in Maine to serve as consultants on Career Education, observe classes and talk with other Pupil Personnel teachers.

   c. As a result of the above seminar, the Assistant Principal and a level 3 teacher returned to Maine to observe and learn how to implement an alternative program for students with difficulties in learning, tending to task, and remaining interested in school. These two educators hope to implement phases of this program next year with the help of state funding.

   d. Numerous Career Education activities were infused in the Special Education curriculum.

   e. A speech therapist prepared a lesson with follow-up on the importance of communication which is presented in classrooms.

   f. Guidance Personnel met to discuss guidance's role and put together a curriculum incorporating Career Education goals.

   g. Special Education students took a friend and went to observe and video their parents at work. Upon returning to the school, the student explained the video and their parents' jobs to the class.

Special Activities (cont.):

2. Effort to reduce sex-role stereotyping has also been an important component. Teachers have interviewed men and women in non-traditional roles and shared the results with students. Parents have been acquainted through the Community Career Education Extension Service with stereotyping and are more aware of its implications and methods of overcoming it at home and at school.

FINAL COMMENTS:

LOOKING BACK (and AHEAD!)

The South Burlington Career Education Project has been extremely successful in meeting its eight objectives and in offering additional Career Education services when possible.

The project staff feels the following factors were instrumental in the success of the Career Education program in South Burlington:

1. Commitment and enthusiasm of the project staff for Career Education.
2. Strong administrative support and input.
3. Faculty interest in Career Education and in "good" education in general.
4. Interest and participation of guidance and special education personnel.
5. Program organization and management that followed original objectives and included regular key planning and revision sessions.
6. Separate budget management for Career Education project.
7. Direct contact with individual teachers, departments and schools. This one-to-one approach allowed for specific needs to be met and did not require waiting for group/district consensus or approval.
8. Communication among schools, colleges and the business/industry community.
9. Parental interest and support of Career Education and career guidance.
10. Immediate staff follow through on requests and promises.
11. Internal and external evaluation that included close, working relationship with Third Party Evaluator.
12. Concept of infusion: Career Education goals and activities can be incorporated into all facets of curricula and in and out-of-school experiences.

SOUTH BURLINGTON

VERMONT

CAREER EDUCATION

PROJECT

FINAL EVALUATION REPORT

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July 30, 1979

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I. Introduction

Following the evaluation plan that was approved in the final proposal, the contents of this final evaluation report exceeds what was proposed. Changes that are evident from interviews, marked instruments, and observations are further analyzed so that hard data results can be meaningful for future direction and decisions at various levels.

What is most rewarding is the cooperation from School Board, Superintendent, Assistant Superintendent, Project Directer and Staff, Principals and Teachers. Without exception they did and exceeded what they agreed to do.

In fifteen years of third-party evaluation activities, there has never been an evaluation report make to all teachers and continuation beyond a project year that has occurred at the South Burlington Career Education Project.

The report that follows is more closely focused on numerical results. I invite you to enjoy the results that follow. Truly the results in 98% of the cases exceeded expectations.

II. Executive Summary

The South Burlington Career Evaluation Project for a one year duration achieved all of its stated objectives. Through complete access to administrators, teachers, project director, and project staff the third-party evaluator was able to obtain comprehensive, evaluative data and information. The following evaluative statements are a summary of data analysis contained in this final report.

1. The most significant change took place with the core teachers in the areas of career education knowledge and attitudes. The results of pre and post testing indicated an .05 significance level between the core teachers.

2. The results of pre and post testing and comparing the core teachers with a control group randomly selected indicated a significant change (.05) between the changes in career education knowledge and attitudes of the core teachers and the control group.

3. The training of core teachers at the beginning of the project, administrative, project support and incentives to keep career education a high priority were the sequence of activities that perhaps caused the significant change in core teachers.

4. A wide range of community resources were identified in the South Burlington Community. These resources served to implement career education for teachers and students.

5. The career education seminar held in 4 colleges caused

significant change in knowledge with the college students. The changes in pre and post results ranged from 0 per cent to 100%.

6. Eighteen core teacher projects were completed. The projects were consistent with the career education goals and integrated the career education concepts in regular class activities.

7. The career education plan known as the Career Education Design was completed through extensive involvement of the teachers and administrators. The concepts and implementation strategy was accepted by the teachers and administrators as a means of continuing career education after this project ends.

8. Students at the high school level demonstrated exceptional scores in the Career Maturity inventory. The South Burlington Project in one year achieved greater student growth in career education than other Vermont projects that have operated for three years with 3 times the amount of money expended.

9. In 12 years of project evaluation, this evaluator has yet to experience as much implementation, change of teachers and students attitude and knowledge of career education, and complete support at all levels of leadership that took place in the South Burlington Career Education Project.

III. Procedures for Final Evaluation

The results for the final evaluation have come from teacher and project staff interviews and the marking of a variety of instruments. The instruments are designed by the Third-Party evaluator, Project Staff or are standardized.

The control group was maintained throughout the project on a random basis. The experimental group was comprised of the core teachers and students exposed to the impact of this year-long project.

The third-party evaluator examined the documents and had free access to all documents of the project.

The tally of individual results was completed by Lois Tilley who carefully reviewed and marked the results of each instrument under the supervision of the third-party evaluator.

The report is organized according to project objectives with a comparison of pre and post results.

IV. Comparative Data from Pre and Post Tests

OBJECTIVE II: The twenty-one core teachers and the project staff will act as models and resources to assist a minimum of 150 teachers to infuse Career Education into existing curricula.

In the mid-year report dated January 31, 1979, results from a variety of instruments were reported. The instrument, Career Knowledge and Attitude Survey, was used for the pre and post surveying of the core teachers and a control group randomly selected from the South Burlington Schools.

Table I reflects an item by item pre and post reporting of the discrepancies between what the 21 core teachers think should exist and actual exists.

TABLE I

Pre and Post Results

Core Teachers

CAREER EDUCATION KNOWLEDGE

and ATTITUDE SURVEY

Item	PRE TEST Discrep. Ag. D/Ag. Exists	POST TEST Discrep. Ag. D/Ag. Exists	Overall % change-
1	47	5%	+42%
2	63	43	+20
3	67	36	+31
4	62	48	+14
5	63	18	+45
6	56	32	+24
7	56	57	- 1
8	34	45	-11
9	57	66	- 9
10	55	19	+36
11	38	66	-28
12	33	38	- 5
13	44	29	+15
14	57	53	+ 4
15	61	23	+38
16	75	62	+13
17	69	40	+29
18	50	18	+32
19	75	38	+37
20	26	25	+ 1
21	81	31	+50
22	74	10	+64
23	20	15	+ 5
24	38	63	-25
25	48	7	+41
26	75	31	+44
27	50	28	+22
28	44	50	- 6
29	25	38	-13
	A	B	

Summary of Teacher Change

1. 72 per of the items showed a positive change. A positive change means that there was less difference between what should exist and what actually existed between the beginning and the end of the project.

2. 27 per of the items showed a negative change. A negative change means that there was more difference between what should exist and what actually existed between the beginning and end of the project.

Table II reflects the pre and post discrepancies of the Career Education Knowledge and Attitude Survey in a ranking from the largest to the smallest. Utilizing the t-statistic and .05 level of significance was determined relating to the overall change in knowledge and attitudes of the 21 core teachers.

TABLE II

RANKED DATA

of PRE and POST

ATTITUDE and KNOWLEDGE

RESULTS of CAREER EDUCATION

from Core Teachers

Pre Per Cent Discrepancy	Post Per Cent Discrepancy
81	66-11
75-11	63
74	62
69	57
67	53
63-11	50
62	48
61	45
57-11	43
56-11	40
55	38-111
50-11	36
48-	32
47	31-11
44-11	29-
38-11	28
34-	25
33	23
26	19
25	18-11
20	15
1418	10
	7
	5
	1034
Mean 50%	Mean 43%
Median 55	Median 34
95% ile-75	95% ile-63
5% ile-25	5% ile- 7

T-statistic = 1.5376 - Significant .05 level
95% Confidence level = ±1.671

Summary Statements

1. Overall discrepancies were reduced by 7% from the core teachers between the beginning and end of the project.

2. The median was reduced by 21% from the core teachers between the beginning and end of the project.

3. The 95th percentile was 75% discrepancy at the beginning of the project and 63% at the end of the project- a reduction of 12%.

4. The 5th percentile was 25% discrepancy at the beginning of the project and 7% at the end of the project - a reduction of 18%.

5. The hypothesis that core teacher attitudes and knowledge about Career Education significantly changed in a positive direction during the year-long project is accepted at the .05 level of statistical significances.

6. Other districts conducting similar training and involvement of highly skilled and experienced teachers can obtain positive results in the area of knowledge and attitudinal change.

Along with the core teacher group, there was a control group of teachers. The control group did not receive the intense training at the beginning of the project nor did they have any leadership role in implementing the project.

Table II is provided as a discrepancy comparison between the pre and post results in Career Education Knowledge and Attitudes for the control group.

TABLE II
PRE and POST RESULTS
Control Group
CAREER EDUCATION KNOWLEDGE
AND ATTITUDE SURVEY

	PRE TEST Discrep. Ag.D/Ag Exists	POST TEST Discrep.Ag.D/Ag.Exists	Per Cent change
1	34	25	+9
2	39	42	-3
3	6	41	-35
4	53	66	-13
5	58	33	+25
6	40	42	-2
7	57	42	+15
8	12	50	-38
9	52	58	-6
10	69	0	+69
11	-13	33	+46
12	46	58	+12
13	48	17	+31
14	49	83	-34
15	57	33	+24
16	62	50	+12
17	65	42	+23
18	41	33	+8
19	57	25	+32
20	51	0	+51
21	48	33	+15
22	56	33	+23
23	34	55	-21
24	41	67	-26
25	46	17	+29
26	52	25	-27
27	35	0	+35
28	63	17	+46
29	52	33	+19

SUMMARY OF CHANGE

1. 66% of the items showed a positive change. A positive change means that there was less difference between what should exist and what actually existed between the beginning and the end of the project.

2. 34% of the items showed a negative change. A negative change means that there was more difference between what should exist and what actually existed between the beginning and end of the project.

3. A statistical analysis for this as a separate group was not made but is included in the comparison between the core teachers and the control group.

The results between the core teachers and the control group are reflected in Table III.

TABLE III

A PRE and POST COMPARISON BETWEEN THE
Core and Control Groups
in
CAREER EDUCATION KNOWLEDGE and ATTITUDES

	CORE Teachers % Disc	CONTROL Teachers % Disc	PER CENT Change Core/Control
1	42	9	+33
2	20	-3	+23
3	31	-35	+66
4	14	-13	+27
5	45	+25	+20
6	24	-2	+26
7	-1	+15	-16
8	-11	-38	-27
9	-9	-6	-3
10	+36	+69	-33
11	-28	+46	-74
12	-5	+12	-17
13	+15	+31	-16
14	+4	-34	+38
15	+38	+24	+14
16	+13	+12	+1
17	+29	+23	+6
18	+32	+8	+24
19	+37	+32	+5
20	+1	+51	-50
21	+50	+15	+35
22	+64	+23	+41
23	+5	-21	+26
24	-25	-26	-1
25	+41	+29	+12
26	+44	-27	+71
27	+22	+35	-13
28	-6	+46	-52
29	-13	-19	-6

SUMMARY OF TABLE III

1. Core teachers exceeded change in relation to the control group in 59% of the individual items.

2. Core teachers did not change as much as the control group in 41% of the individual items.

3. Hypothesized difference - $\pm$ 1.701. The t- statistic is .8976. The hypothesis is accepted at the .05 level. The core teachers' training produced significant knowledge and attitude change when compared to the central group.

OBJECTIVE 3 - The project staff will develop a community Education Extension Service operating in homes, for the purpose of helping parents become active facilitators of the Career Education process. It is anticipated that the CEES will continue to function when the project ends.

OBJECTIVE 5 - Interview personnel to explore specific fields of work in the local region...

During the second half of the project year efforts intensified to include community members in career education activities. The community people were often resources for "shadow experiences." Community people were also resources for career exploration activities for teachers and students.

Table IV is a listing of the occupations and professions used in the project. A total of 248 different jobs were organized and listed by name, address and occupation. This is the most extensive organized listing from any Career Education project in Vermont. In addition to the organized listing there were 248 recorded persons from the community who participated and assisted.

TABLE IV
COMMUNITY RESOURCES IN SOUTH BURLINGTON

	#people in area		#people in area		#people in area
Accountant	3	Clocks	1	Health Director	1
Administration	2	Commercial Art	1	Historian	3
Advertising	1	Communications	1	Home Decorating	1
Agriculture	1	Computers	3	Horticulture	1
Archeology/Anth.	3	Cosmetology	1	Hydro Electric	1
Astronomy	1	Contractors	4	Hospital	3
Architect	2	Customs	2	Housewife	2
Armed Forces	2	Data Process.	1	Insurance Agent	1
Artist	1	Dental Asst.	3	India-History	1
Air Control	1	Dept.Store	1	Journalism	1
Airport	2	Design	4	Language(Romantic)	1
Automotive	2	Dog Groomer	1	Limnologist	1
Author	1	Electric Co.	1	Law Enforcement	1
Allied Health	1	Electrician	1	Lawyers	6
Baker	2	Employment A.	1	Lumber	1
Banking	3	Engineer	7	Management	1
Beautician	1	Environment.	1	Mechanic	2
Biochemist	1	Extension Ser.	1	Medical	2
Biologist	2	Federal Jobs	1	Merchandising	3
Bookkeeper	2	Film Editor	1	Museums	2
Botany	1	Firefighter	1	Ministers	3
Business	1	Florist	1	Math	2
Builder of Ships	1	Forestry	3	Newspaper	2
Cartography	1	Geography	1	Nurse	4
Chemist	1	Government	2	Nutritionist	1
Childcare	2	Guns	1	Natural Resources	1
City Government	1	Graphic Arts	3	Office Work	1
Clerical	1	Game Warden	1	Opthamologist	1

Painter	1	Salesman	1	Vermont Transit	1
Pathology	1	Sales Mgr.	1	Veterinarian	3
Personal Mgr.	2	Science	4	Volunteer Group	1
Pharmacist	2	School(Play)	1	Weather Service	1
Photography	3	Secretary	3	Window Dresser	2
Physician	1	Sheet Metal	1		
Physical Ed.	4	Small Bus.	5	TOTAL: 246	
Pilot	1	Social Worker	2	number of people	
Policeman	1	Soil Scientist	1		
Principal	1	Speech Ther.	1		
Printer	1	Stenographer	1		
Professor(Eng.)	1	Stockbroker	2		
Psychology	1	Supermarket	1		
Psychologist	1	Supervisor	1		
Public Relations	2	Surgeon	2		
Puppeteer	1	Sports	1		
Quilting	1	Sewing	1		
Radio	1	Teacher	5		
Real Estate	2	Television	3		
Recreation	1	Tel.Sales/Ser	1		
Repairman	1	Telephone Co.	3		
Research	1	Tech/Technician	2		
Refinishing	1	Therapy	5		
Research Assoc.	1	Theatre/Comm.	2		
Research Forest.	1	Training Sup.	1		
Restaurant	1	Travel Agents	1		
Retail	5	Truck Driver	1		
Sales & Services	1	Tool/Die	1		

In addition to the resources identified and persons used in the project, 15 community awareness sessions were conducted in homes. These Career Education sessions assisted according to administrative interviews to pave the way for 32 coffees that were also held. These coffees and Career Education awareness sessions help to gain districtwide positive budget support. Continuation of community involvement is evident because it existed before this project. South Burlington involves the community in many ways. Career Education will include community efforts in the future.

SUMMARY EVALUATION TABLE IV

1. The community resources that were identified covered a wide range of jobs in relation to pay, training and places to work.

2. The greatest number of resources in one category were professional in nature.

3. The community resources that were identified can serve for future "shadow and career exploration" experiences.

OBJECTIVE 4.0 - The South Burlington Career Education Project will extend itself as a model for pre-service educational training through four area colleges.

In the semi-annual evaluation report, a summary was displayed of college presentations. The presentations were continued at the University of Vermont and Johnson State College. Each of these higher education institutions have displayed support and interest in Career Education. The presentations were concluded in classes at the two institutions before the final model was completed. The information and comments made by students were used to help shape the model. Distribution of the Model was made to the higher education institutions throughout the state.

Table V continues to show the amount of change in students that took place from pre and post marking. The pre and post results were over a time period of two-three hours.

TABLE V
PRE and POST CAREER
EDUCATION RESULTS WITH COLLEGE STUDENTS

N=53	Pre Results	Post Results	% Diff.
Concept Area:	Agree	Agree	
* Career Education should be K-5	55%	100	+45%
6-8	91	100	+9%
9-12	100	100	-0-
* Career Education should be a separate course of instruction	27	56	+29%
* Four phases of Career Education are outlined in the Vermont State Plan	9	100	91%
* I would have benefitted from more Career Education in high school	91	100	9%

OBJECTIVE 6 - Project Staff will conduct meetings between professional staff members with various persons and businesses. The results of the meetings are reflected in the comprehensive plan for Career Education in South Burlington,Vt. Table VI reports the projects that were contracted by core teachers and used to enrich curriculum concepts during this one year project.

TABLE VI

CORE TEACHER PROJECTS IN CAREER EDUCATION

Final Date	How were project staff/resources used	Number of materials evaluated: Person	Number
12/5/78	Field trip to the graphic art department to the Community Library (some children signed out books) Speaker on Dorothy Caufield Fisher in connection with Vt. Leaders. Two speakers on Christmas Craft (a hobby)	1	3
1/2/79	Guest speakers Project staff have assisted with materials and lots of advice. Visited classes and worked with students.	1	3
1/1/79	Trip to the Digital Plant in conjunction with the study of So. Burlington. Jan Cronin made frequent trips to the school and to individual classrooms and helped us with our infusion of career ed. into our curriculum. Trip to Audubon Center and Shelburne Farms with conjunction with our study of Vt. Resource persons Future Plans- infusion of career ed. into study of biographies of famous people, a car wash, and a visit from a housewife to tell of her job. We have made an indept study of the telephone book.	1	3
11/27/78	Free Press Advertizement Contest Inservice tour guide (led a group of teachers to the medical center hospital to discuss career possibilities with the public relation people there.)	1	3
4/9/79	Mr. Rooney goes to work- Value Clarification Utilized plating samples from GE plating lab to illustrate the industrial applications of plating. General motors assembly for high school and middle school students.	1	3
11/7/78	One parent came in and talked to our class on the O'Brien Beauty Salon to demonstrate proper haircare.	1	3

Final Date	How were project staff/resources used	Person	Number
11/29/78	Speaker and field trip- Ridgewood Estates Speaker on model home construction. Trip to local Grand Union in conjunction with Nutrition unit. Show types of jobs available in Supermarket. Trip to Channel 22- careers in T.V. area.	1	3
12/1/78	Now only using ETV but next year plans have been made. Trip to Sugar Bush Visit from veteranarian	1	3
3/8/79	Speaker on cheesemaking	1	3
12/5/78	Field trips- South Burlington Fire Dept. - U.V.M. Horticultural Farm - Fleming Museum Talked with the workers at Orchard School, and saw these people work at their various jobs. Nurses from U.V.M. have been in the classroom twice a week discussing units on health, self awareness activities.	1	3
11/17/78	Jobs mentioned about food processing and supermarkets. Field trip to a housing unit and building sight.	1	3
5/14/79	Two students from U.V.M. speaking to the children on rocks and minerals. Speaker from Fleming Museum speaking on museum occupation. Speaker on movie making.	1	3
12/21/78	Trip to Rossignol Factory where one of our "fathers" gave a tour. Student nurses taught lessons on health. Speaker from Fleneny Museum. A child's mother did a project at xmas.	1	3
1/18/79	Speakers in the classroom. from St. Mike's talking on "Ships in Bottles" Game Warden talking about his job, conservation, environment from St. Mike's talking on equipment used here in Lake Champlain for sampling and testing water. Speaker about the Jewish religion. Trip to Shelburne Farms. Four students went on a tour through the medical center hospital (U.V.M.)	1	3

Final Date	How were project staff/resources used	Person	Number
	Five students took a tour through Green Mt. Power. Four students toured the Chemistry Dept. at U.V.M. Six students toured Shelburne shipyard.		
11/21/78	Forest and Parks Ranger and the manager of Mt. Philo gave a talk on our Mt. Philo trip. Collected measurement and we made scale drawing of building at Mt. Philo. We talked about map making as a career. Related each topic in math this year to various careers through bulletin boards.	1	3
12/6/78	Speakers on Foreign services.	1	3
11/7/78	Construction trades graph units. (Supplied by Career Ed.)	1	3
5/14/79	Set up Career Day. Set up kids investigating- Travel Agencies, Car dealers, banks, horse trainers.	1	2

As a follow on activity, persons were called randomly by project staff to obtain feedback in relation to curriculum development. Table VII is a summarization of the telephone calls.

TABLE VII

Follow-up Telephone Calls

to Community Resource Persons

N = 10

TOPIC	PER CENT RESPONSE
Was the meeting helpful?	
Very good, interesting	40%
Need new ideas	20%
Pointed to needs of school	10%
Useful, very pleased	20%
Well prepared	10%
COMMENDATIONS	
Very proud of schools & teachers	10%
Presented well,did a lot of work	10%
Presenters very sincere	10%
Helped awareness of parents	10%
Pleased with direction	10%
Good talking back and forth	10%
A lot of time for self-expression	10%
Specific example given by staff	10%
Liked a lot of classroom example	10%
Very helpful	10%
Suggestions for future sessions	
- More emphasis on non college bounds	14
-Too geared to successful students	14
- Need updated material	14
- Career people need to speak with students	14
- Students who are floundering need more help	14
- Host another night session	14
- Have activities that can involve the entire family	14

Summary of Objective 6

1. Extensive contact with relative organizations and agencies were made by project staff and core teachers.

2. More than average responses were indicated to community and agency involvement.

OBJECTIVE 7 - By the conclusion of the project, a comprehensive plan for career education in the school district will be prepared. Staff development will be outlined and proposed for ensuing years.

A comprehensive plan (working copy, revised-4,3,1979) was provided. The plan builds on the activities of this project year and has been built with the intention of carrying on Career Education in future years. The plan has carefully involved the administrators and core teachers in its development.

An evaluation of the working draft plan was conducted to continue refinement and have a document that administrators, teachers, guidance, and coordinators can, in fact, implement.

This "Design for Career Education" has been conceptualized from the documents, Vermont State Career Education Plan, South Burlington Student Plan Concept and Extended Shadow Format for the High School. The implementation plan, Design for Career Education is the only one for a local school district in the State of Vermont that specifies responsibilities for personnel in a school district.

Administrative evaluations indicated that the basic plan for continued implementation met their approval. In the specific responsibilities by personnel within the system there was a need to refine some of the language but the notion of continued implementation was not questioned.

A strong appeal was to continue the model as it had been administered this year. The approach this year was seed planting, enthusiasm and idea development based on the basic concepts of career education. Teachers reflected strong support for Career Education if they can implement it from their background and speciality areas. There was mild comment of apprehension about directives to implement Career Education.

The strongest assurance of continuation of Career Education in South Burlington's Career Education Design is the requirement for objectives to be written into each school's operation for another year. The objectives relate to personnel evaluations in one year. This concept is powerful in terms of continuation of federal projects after funding ends.

The South Burlington Career Education plan is composed of definitions, implementation strategy, administrator, teacher, and guidance responsibilities; the coordinator's role.

TABLE VIII

DEPARTMENT CHAIRPERSON's
evaluation results of the
DESIGN FOR CAREER EDUCATION

	Clear	Needs more work	Too Specific
Implementation	33%	33%	33%
Responsibilities (Chairpersons)	33%	33%	33%
(Teachers)	33%	33%	33%

Comments from Chairpersons:

Sounds very good and is well thought out.

No need to include specific responsibilities.

Less emphasis on language arts would help Career Education.

Need to indicate that Career Education includes all disciplines and will end with "bread and butter" skills and knowledge.

Need more time to determine how to implement Career Education especially in the high school.

Teachers need to be fully aware of the Career Education responsibilities. Teachers need to understand Career Education and fully support it.

Design is too specific and should not include activities.

The activities are up to the teachers to implement based on their background and talents.

The stimulus has been provided this year by the Career Education staff to let teachers sell themselves on Career Education.

EVALUATIVE COMMENT -

Chairpersons agreed to the basic concept of Career Education. There appears to be a need for discussion and understanding of how Career Education will be implemental in relation to existing responsibilities.

Teachers indicated that the Design was too specific and that they should have the responsibilities to implement the goals and objectives using their own talents in devising appropriate activities.

TABLE IX
ADMINISTRATOR'S EVALUATION
Results of the Design in
CAREER EDUCATION

	Very clear	Needs more work	Too specific
Implementation Strategy	100%	0%	0%
Responsibility for:			
Administrators	83%	17%	0%
Teachers	83%	17%	0%
Guidance	67%	33%	0%

Comments:

- Middle school strategies for implementation do not mesh smoothly.
- Teachers new to the system may not understand some of the language and terms.
- Role of parent needs to be clarified.
- The Design serves well as an internal document.
- Overall concept of Career Education is one of evolving and improving.

EVALUATION COMMENT:

Administrators accept the Design for Career Education as an ongoing responsibility of leadership. Few comments were made and in most cases those comments were word changes and refinement. There were no resistance comments made and in nearly all cases were accepted.

EVALUATION BEYOND PROJECT SCOPE

The South Burlington Career Education Project provided tests to elementary, middle and secondary students. The Career Maturity Inventory was used to make comparisons with other Career Education Projects in Vermont and to make comparisons with a control group.

The areas measured were: (1) knowing self, (2) knowing about jobs, (3) choosing a job, (4) looking ahead, and (5) what should they do.

The per cents from 0 to 100 were available scores. The scores ranged from 40% to 78%.

Table X, A Comparison Between Vermont Career Education Projects Using the Career Maturity Inventory, displays the following results:

SOUTH BURLINGTON

CAREER EDUCATION PROJECT

A COMPARISON BETWEEN VERMONT

CAREER EDUCATION PROJECTS

USING THE CAREER MATURITY INVENTION